

**THE SOURCES OF STUDENTS' ANXIETY IN LEARNING ENGLISH
AT THE FIRST YEAR OF SMAN 2 TEMBILAHAN OF
TEMBILAHAN HULU DISTRICT OF
INDRAGIRI HILIR REGENCY**



By

DIYAN HARIYANI

NIM. 10614003497

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



By

DIYAN HARIYANI

NIM. 10614003497

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

SUPERVISOR APPROVAL

The Thesis entitled “*The Sources of Students’ Anxiety in Learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency*”, is written by Diyan Hariyani, NIM. 10614003497. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Approved by

The Chairperson of the Department
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Riza Amelia, M.Pd.

EXAMINER APPROVAL

The Thesis entitled “*The Sources of Students’ Anxiety in Learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency*”, is written by Diyan Hariyani, NIM. 10614003497. It has been approved and examined by the Final Examination Committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Dzulqaidah 15, 1432 H/October 12, 2011 M as one of requirements for undergraduate degree (S.Pd.) in English Education.

Pekanbaru, Dzulqaidah 15, 1432 H

October 12, 2011 M

Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. Samsi Hasan, M.H.Sc.

Rizki Fiprinita, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP.1970022 199703 2 001

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Pekanbaru, October 2011

Penulis

Diyan Hariyani

NIM. 10614003497

DEDICATION

Kaulah Malaikat penjaga dalam hidupku
Kaulah pelita dalam gelapku
Kaulah pegangan dalam rapuhku
Kaulah penolong dalam susahku

Tak pernah sedikitpun kudengar kau mengeluh
Padahal aku nakal dengan semua perbuatanku
Kumerajuk dengan semua keinginanmu
Dan kumarah jika tak terpenuhi apa yang kumau

Tak Pernah sedikitpun kau kecewa
Padahal nilai pelajaranku banyak yang buruk
Padahal aku suka membantah saat kau beri nasehat
Dan aku tahu banyak hal buruk yang telah aku lakukan

Ayah dan Ibu.....
Luar biasa kesabaran dan cintamu padaku
Luar biasa pengorbanan dan pengampunanmu padaku
Luar biasa semua yang telah kau lakukan untukku

Betapa beruntungnya aku lahir darimu
Dibesarkan dan dijaga olehmu
Jika bukan karenamu tak akan bisa aku seperti ini
Berdiri tegar sampai hari ini

Sekalipun kukumpulkan banyak uang, tak akan terbayar jasmu
Sekalipun kukorbankan seluruh kehidupanku, tak tertandingi dengan jasmu
Sekalipun seluruh dunia kuserahkan dibawah kakimu, tak tersaingi cintamu
tak akan sebanding apa yang bisa kuberikan dengan apa yang telah kau berikan

Ayah dan Ibu.....
Terima kasih, terima kasih, terima kasih untuk semuanya
Cintamu, kesabaranmu, pengorbananmu, pemeliharaanmu

Tuhan
Terima kasih untuk ayah dan ibu yang telah Kau beri

ABSTRAK

Diyan Hariyani (2011): Sumber- Sumber Kecemasan Siswa dalam Belajar Bahasa Inggris pada Kelas Satu SMAN 2 Tembilahan Kecamatan Tembilahan Hulu Kabupaten Indragiri Hilir.

Penelitian ini bertujuan untuk mengetahui apa saja sumber-sumber kecemasan siswa dalam belajar bahasa Inggris. Masalah dalam penelitian ini adalah siswa cemas dalam berbicara dan belajar bahasa Inggris. Guru di sekolah tersebut selalu menggunakan metode yang bervariasi untuk mengurangi kecemasan siswa tetapi siswa-siswa masih saja cemas. Disamping itu, siswa selalu diam ketika guru memberikan pertanyaan. Ini bisa terlihat dari sikap mereka bahwa mereka sering bertanya kepada teman-teman mereka tentang jawaban yang tepat.

Subjek dalam penelitian ini adalah siswa kelas satu SMAN 2 Tembilahan Kecamatan Tembilahan Hulu Kabupaten Indragiri Hilir dan objek penelitian ini adalah sumber- sumber kecemasan siswa dalam belajar bahasa Inggris. Populasi penelitian ini adalah seluruh siswa kelas Satu SMAN 2 Tembilahan yang berjumlah 269 orang. Sampel ditarik sebesar 20% dengan teknik *simple random sampling*, dengan jumlah sampel sebanyak 54 orang.

Untuk mengumpulkan data tentang kecemasan siswa, penulis menggunakan teknik pengumpulan data berupa angket. Angket yang digunakan berisi berbagai pertanyaan tentang sumber-sumber kecemasan siswa dalam belajar bahasa Inggris. Untuk menganalisa data, penulis menggunakan rumus sebagai berikut:

$$P = \frac{f}{N} \times 100 \%$$

Berdasarkan hasil kualitatif yang kemudian diinterpretasikan secara kuantitatif, maka dapat disimpulkan bahwa terdapat beberapa sumber kecemasan siswa yaitu, siswa merasa tegang ketika berbicara dengan guru atau teman di dalam belajar bahasa Inggris, siswa berkeriang berlebihan di dalam belajar bahasa Inggris, siswa merasa daya ingatnya rendah dibandingkan dengan teman- temannya dalam belajar bahasa Inggris, siswa merasa jantungnya berdetak cepat dalam belajar bahasa Inggris, siswa selalu membutuhkan bantuan dari temannya di dalam menjawab pertanyaan di dalam belajar bahasa Inggris, siswa memiliki tanda- tanda ketika cemas seperti bibirnya kering dan lainnya di dalam belajar bahasa Inggris, siswa tidak mau berpartisipasi dengan teman-temannya di dalam belajar bahasa Inggris, siswa sering terdiam sewaktu belajar bahasa Inggris, siswa tiba-tiba lupa dengan apa yang ingin disampaikan dalam belajar bahasa Inggris, siswa merasa bingung oleh jawabannya sendiri di dalam belajar bahasa Inggris, siswa selalu absen di dalam belajar bahasa Inggris, dan siswa sering cabut ketika masuk pelajaran bahasa Inggris.

ABSTRACT

Diyan Hariyani (2011):The Sources of Students' Anxiety in Learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency.

This research which aimed to know, what are the sources of students' anxiety in learning English. The problems of this research are the learners are anxious in speaking and learning English. Teacher always use variation method for decrease their anxious but the students still anxious. Beside that, they often kept silent when the teacher gave the question. It was seen from the students' attitude that they often asked their friends about the good answer.

The subject of this research was the first year of SMAN 2 Tembilahan of Tembilahan Hulu district of Indragiri Hilir Regency, and the object was sources of students' anxiety in learning English. The population of this research was all of the first year students of SMAN 2 Tembilahan with the total population 269 students. The sample was 20% with *simple random sampling* technique. So, the total sample was 54 Students.

The researcher collected the data about the sources of students' anxiety by using questionnaire. The questionnaire used to final about sources of students' anxiety in learning English. To analyze the data, the researcher used the formula as follows

$$P = \frac{f}{N} \times 100 \%$$

Based on the analyzed and calculated the data from questionnaire , so it might be concluded that there are sources of students' anxiety, Students feel tense when speaks with the teachers and friends in learning English, students excessive perspiration in learning English, students feel have low retention among their friends in learning English, students feel fast heartbeat in learning English, students always need their friends to answer the question in learning English, students have visible sign of nervousness such as dry mouth and soon on right in learning English, students unwillingness to participate with their friends in learning English, students inappropriate silence in learning English, students mind goes blank with what they want to say in learning English, students feel embarrassment by their answer in learning English, students absenteeism in learning English, and students withdrawal when the English lesson begin.

ملخص

ديان هارياني (2011): مصادر إزعاج الطلاب في دراسة اللغة الإنجليزية لطلبة الصف الأول بالمدرسة العليا الحكومية 2 تيمبيلاهان مركز تيمبيلاهان هولو منطقة إندراغيري هيلير.

هذا البحث الذي يهدف إلى معرفة ما هي مصادر القلق الطلاب في تعلم اللغة الإنجليزية. المشاكل من هذا البحث هي المتعلمين حريصون في التحدث وتعلم اللغة الإنجليزية. المعلم دائما استخدام أسلوب الاختلاف عن انخفاض القلق ولكن لا تزال حريصة على الطلاب. الى جانب ذلك ، غالبا ما أبقى صامتا عندما أعطى المعلم على هذا السؤال. كان ينظر اليه من موقف الطلاب أنهم كثيرا ما يطلب اصدقائهم عن إجابة جيدة. الموضوع في هذه الدراسة طلبة الصف الأول بالمدرسة العليا الحكومية 2 تيمبيلاهان مركز تيمبيلاهان هولو منطقة إندراغيري هيلير وفي حين أن الهدف مصادر إزعاج الطلاب في دراسة اللغة الإنجليزية. الأفراد في هذه الدراسة جميع طلاب الصف الأول بالمدرسة العليا الحكومية 2 تيمبيلاهان مركز تيمبيلاهان هولو منطقة إندراغيري هيلير بقدر 269 شخص. وأخذت الباحثة العينات بقدر 20 في المائة بطريقة عينات عشوائية بسيطة ومجموع العينات بقدر 54 شخصا.

وفي جمع البيانات عن إزعاج الطلاب استخدمت الباحثة الاستبيان. ويحتوي الاستبيان بعض الأسئلة عن مصادر إزعاج الطلاب في دراسة اللغة الإنجليزية.

$$P = \frac{f}{N} \times 100 \%$$

استنادا إلى تحليل وحساب البيانات من الاستبيان، ولذا قد يكون استنتاج أن هناك مصادر للقلق الطلاب ، والطلاب يخشون بدء محادثة مع مدرس أو أصدقاء في تعلم اللغة الإنجليزية، والطلاب يشعرون تنافسية بسبب أصدقائهم الإنجليزية هي أفضل والطلاب يشعرون بالعزلة إذا جوابهم أبدا أن ينظر أصدقائهم، والطلاب العرض الشفوي لكنهم يخشون في تعلم اللغة الإنجليزية، والطلاب يخشون الحكم لجعل خطأ في تعلم اللغة الإنجليزية، والطلاب يشعرون تنافسية في الفصول الدراسية، والطلاب يشعرون بفقدان السيطرة في الصف عند العمل في أزواج في تعلم اللغة الانجليزية والطلاب يشعرون بفقدان السيطرة في الصف عندما يشعرون بالعزلة وليس الطلاب بالسرعة الكافية للرد على أسئلة المعلم، في الفصول الدراسية، والطلاب يخشون الحكم في تعلم اللغة الإنجليزية، يشعر الطلاب بأنهم يخشون ذات صفة المعلم والطلاب خائفين من جعل خطأ في تعلم اللغة الانجليزية لان المعلم تعطي دائما من العقاب.

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CHAPTER 1

INTRODUCTION

A. The Background

English is one of the famous international languages; many people now use English as their intermediary language. It is proven that English has been adopted as the official language of scientific book, commerce, and also education. In Indonesia, English is compulsory subject at junior high school, senior high school, and university as well. Baharudin and Esa said that learning is the efforts to get skill or science. It means that learning is some activities to get skill or science. The efforts to get skills or sciences are human's effort to fulfill their necessities which are nothing or not yet before. Learning English is to gain English knowledge or skill in a subject or activity or the process of English and understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills, and values through study and experience¹.

Language anxiety is the feeling of anxious in learning English. Anxiety is a feeling of nervousness, apprehension, fear, or worry. Some fears and worries are justified, such as worry about a loved one or in anticipation of taking a quiz, test, or other examination. Problem anxiety interferes with the sufferer's ability to sleep or otherwise function. It is noteworthy that teenagers are particularly susceptible to having irritability as a symptom of a number of emotional problems, including anxiety. Anxiety may occur without a cause, or

¹ Baharuddin., Esa Nur Wahyuni, M. Pd., *Teori Belajar dan Pembelajaran*. Jogjakarta: Ar-Ruzz Media, 2008. P 13.

it may occur based on a real situation but may be out of proportion to what would normally be expected. Severe anxiety can have a serious impact on daily life.²

Anxiety can affect all types of people in many different ways. For example, a student may experience anxiety before taking a final exam. Anxiety can come in the form of fears or phobias, ranging from the fear of spiders to the fear of long words. The truth is anxiety affects every human being at some point in their lives. A person who suffers from constant or severe fits of anxiety is said to have an anxiety disorder.³

Spielbenger states that there are two kinds of anxiety, as follows:

1. State anxiety

State anxiety means emotional conditions states that will be high on the level if it is on the dangerous condition. In state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonom neuro system. It means that the anxiety of students in speaking, especially in conveying opinions. It happened on specific condition that can be dangerous for students.

2. Trait anxiety

It is an influence of reflection from the old experiences in some conditions that can determine the different of individual⁴.

²Roxanne Dryden-Edwards MD, *Anxiety overview*, in http://www.emedicinehealth.com/anxiety/_em.htm on Januari 14, 2011.

³Melissa Conrad Stoppler MD, *Anxiety*, in: <http://www.anxiety.net/> on Januari 14, 2011.

⁴Slameto, *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: PT Rineka Cipta, 2003. P. 185.

There are three components of foreign language anxiety have been identified, in order to break down the construct into researchable issues:

- a. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas
- b. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and
- c. Test anxiety or apprehension over academic evaluation⁵.

Anxiety plays a small role when someone tries to learn a language. Now, learning process is supported by motivation and language aptitude that have dominant role in learning process. Anxiety in speaking can discourage the students not to speak in front of class. So that, they are not active in speaking, exploring the ideas or opinions and prefer to be silent. Meanwhile, anxiety can influence the achievement of students in speaking. If the level of anxiety is high, automatically their achievement will be low and vice. So, anxiety should be controlled not only by students but also teacher has an important role.

SMAN 2 Tembilahan is one of SMAN in Riau province; it is located in Indragiri Hilir Regency, It is located in Sapta Marga Street Tembilahan of Indragiri Hilir district of Riau province. Now, SMAN 2 Tembilahan becomes SMAN 1 Tembilahan. The writer did an interview with the English teacher of SMAN 2 Tembilahan Indragiri Hilir. Her name is Mrs. Farida, She said that the learners are anxious in speaking and learning English.

⁵ Brown, H Douglas., *Principles of Language Learning and Teaching Fourth Edition*. San Fransisco: State University Longman. Inc. 2000. P. 151.

Teacher always use variation method for decrease their anxious but the students still anxious. Beside that, they often kept silent when the teacher gave the question. It was seen from the students' attitude that they often asked their friends about the good answer. The writer continued with observation in that school and noted following phenomena:

- a) Most of the students feel nervous in learning English.
- b) Most of the students feel anxious to make mistakes in learning English.
- c) Most of the students are not confident in learning English.
- d) Most of the anxiety students cannot answer the questions from their teacher.
- e) Most of the students give little response during teaching and learning process.
- f) Most of the students feel anxious failed in examination.
- g) Most of the students feel anxious get mock from their friends in learning English.

Based on phenomena above, the writer is interested to carry out the research entitled: The Sources of Students' Anxiety in Learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency.

B. The Problem

1. The Identification of the problem

Based on the writer's preliminary observation, the writer can identify the problems in the following statements:

- a. Students feel nervous in learning English.
- b. Students feel anxious to make mistakes in learning English.
- c. Students are not confident in learning English.
- d. Students anxious cannot answer the questions from their teacher in learning English.
- e. The students give little response during teaching and learning process.
- f. Students feel anxious failed in examination.
- g. Students feel anxious get mock from their friends in learning English.

2. The Limitation of the Problem

The writer will not study all the problems above. The writer just focuses on the Sources of Students' Anxiety in learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency.

3. The Formulation of the Problem

Based on the limitation of the problem above, the writer formulated the problem into the question:

What are the sources of students' anxiety in learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency?

C. The Reason of Choosing the Title

1. The title is necessary to be researched since it relates to the problem faced by the students. It is an effort to find out the solution for sources of students' anxiety in learning English.
2. The writer wants to know how well the first year students' of SMAN 2 Tembilahan Indragiri Hilir master in learning English.

D. The Objective and The Significance of the Research

1. The objective of the research
To know what are the sources of students' anxiety in learning English.
2. The significance of the research
 - a. To participate and give contribution to English teachers in developing teaching and learning process.
 - b. To give information or input to the Headmaster or policymaker in SMAN 2 Tembilahan Indragiri Hilir.
 - c. To give a preliminary research for future researchers of related field.

E. The Definition of the Terms

To simplify the process of designing, applying the research and to avoid misunderstanding and misinterpretation, it is necessary for the researcher to define the operational of the terms comprised in this research:

1) Sources

Source is anything that provides inspiration for later work⁶. In this research, sources refer to the anxiety in learning English.

2) Anxiety

Anxiety is a condition that can come in a variety in different form⁷. In this research, anxiety refers to the students in learning English.

3) Learning

Learning is effort to gain knowledge and science. Learning English is to gain English knowledge or skill in a subject or activity or the process of English and understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills and values through study and experience.⁸ In this research, learning English is influence of students' anxiety in learning English.

F. The Organization of Writing

Chapter one is Introduction which consists of: The Background, The Problems, The Reason of Choosing the Title, The Objective and Significance of the Research, The Definition of the Term and The Organization of Writing.

⁶ en.wikipedia.org/wiki/Sources_(website).

⁷ Nichols Brooke, *Kinds of Anxiety*, in: http://www.ehow.com/facts_5479083_kinds-anxiety.html, Access On January 24, 2011.

⁸ Baharudin dan Esa, *Log. Cit.*

Chapter two is the Theoretical framework and Operational Concept which consists of: The Theoretical framework, The Relevant Research and The Operational Concept.

Chapter three is The Research Methodology which Consists of: The Research Design, The Time and Place of the Research, The Subject and Object of the Research, The Population and Sample of the Research, The Technique of a Collecting Data and The Technique of an Analyzing Data.

Chapter four is The Data Presentation and Data Analysis which consists of: The Data Presentation and The Data Analysis.

Chapter Five is Conclusion and Suggestion which consist of: The Conclusions and The Suggestions.

CHAPTER II

THE THEORITICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Theoretical Framework

1. Learning English

Baharudin and Esa say that learning is the efforts to get skill or science. It means that learning is some activities to get skill or science. The efforts to get skills or sciences are human's effort to fulfill their necessities which are nothing or not yet before. Learning English is to gain English knowledge or skill in a subject or activity or the process of English and understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills and values through study and experience. In addition, Nana Sudjana states that learning is a process of exchange, is an achievement of learning process that can be seen in various aspects such as knowledge, understanding and attitude or behavior¹. According to Slameto, learning is a process of effort that is done by an individual, to get an exchange of the new behavior totally, as an achievement of the experience and the interacting with the environment.²

Hilgrad and Bower stated that learning is:

- a. To gain knowledge, comprehension, or mastery of trough experience or study;
- b. To fix in the mind or memory; memorize;

¹ Nana Sudjana, *Dasar- Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo Offset, 2010. P. 28.

² Slameto, *Belajar dan Faktor - Faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta, 2003. P. 5.

- c. To acquire trough experience
- d. To become in form of to find out.³

The activities in learning will make change in behavior. It means that the students' activities influence the students' general or specific ability. We need some efforts which be realized with some activities to get it. Syaiful says that some activities in learning are:

1) Listening

Listening is one of learning activities. When teacher explains the materials, so every students should listen what teacher said. The students should become good listeners to make concentration in learning.

2) Looking

Looking is direct eyesight to an object. Looking activity has correlation with eyes because eyes have important rule in looking. Without eyes, we cannot see or look something. In education, looking activity includes in learning activities. In the class, students look the writing on the blackboard written by teacher, it will make an impression and borne in the brain.

3) Writing or making summary

Writing is an activity which cannot be separated from learning activity. Writing activity is often used in traditional education. Every student has each manner in writing materials and choosing important part. In learning, we can make summary to easier understanding the materials.

³ Baharuddin., Esa Nur Wahyuni, M. Pd., *Teori Belajar dan Pembelajaran*. Jogjakarta: Ar-Ruzz Media, 2008. P 13.

4) Reading

Reading activity is the most activity which we should do in learning in the school or university. Moreover, it must not only read a book but also read magazine, newspaper, journal, research paper, learning achievement writing and other cases which have correlation with necessity of learning. Reading is identical with looking for knowledge in order to be clever and not ignore.

5) Remembering or memorizing

Memory is psychology ability in learning, retention and remembering something. Memorize is implant materials activity in memory in order to be produced again later based on original materials.

6) Practicing

Learning by doing is learning concept which requires unification efforts in getting impression with doing. Learning by doing in this case includes practicing. Practice includes good manner to reinforce memory. Students who learn mathematics formula or English formula, most possibility that formula will be easy to be forgotten if it is not practiced. By practicing effectively, the impressions which received are more functional. Therefore, practicing activity can support learning optimally.⁴

Muhibbin Syah stated that there are three factors that influence students learning:

⁴ Syaiful Bahri Djamarlah, *Psikologi Belajar*. Jakarta: Rineka cipta, 2008. P. 38-45.

- a) Internal factor; condition of psychology and physical of the students.
- b) External factor; condition of students' environment
- c) Approach factor to learning; kind of students' efforts that include method and strategy.⁵

Some people come crossways with many difficulties when learning a second language. It is believed that there are some emotional factors in foreign language learning which affect our learning abilities. These are mainly thought to be intelligence, motivation, attitudes and anxiety. Among these, anxiety stands out as one of the main influential factors for effective language learning. This foreign language anxiety is defined by some authors as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language.” Anxiety is a feel of nervous, afraid, doubt when she or he answers questions in English lesson⁶. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life.

Problem anxiety may be caused by a mental condition, a physical condition, and the effects of drugs or from a combination of these. Anxiety is general term for several disorders that cause nervousness, fear, apprehension and worrying. These disorders affect how we feel and behave,

⁵ Muhibbin Syah, *Psikologi Belajar*. Jakarta: PT Rajagrafindo Persada, 2008. P. 144.

⁶ Elaine K. Horwits, *Anxiety in Learning a Language*, in: <http://mimrepost.com/health/anxiety-in-learning-a-language.htm>, Accessed On Januari 20, 2011.

and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. People often experience a general state of worry or fear before confronting something challenging such a test, examination, recital or interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation.⁷

Environmental factors that are known to cause several types of anxiety include:

- a. Trauma from events such as abuse, victimization, or the death of a loved one
- b. Trauma Stress in a personal relationship, marriage, friendship, and divorce
- c. Stress at work
- d. Stress from school
- e. Stress finances and money
- f. Stress from a natural disaster
- g. Lack of oxygen in high altitude areas⁸.

⁷Peter Crosta, *What is Anxiety symptoms and causes* In: <http://www.medicalnewstoday.com/info/anxiety/>, Accessed On January 12, 2011.

⁸Roxanne Dryden-Edwards MD, *Anxiety overview*, in http://www.emedicinehealth.com/anxiety/_em.htm, Accessed On Januari 14, 2011.

Dolly Jesusita Young says that language anxiety is becoming an important area of research in our profession. Debilitating language anxiety can have profound consequences on the language learning process. The purpose of this study is to examine anxiety and speaking from the students' perspective. Result of the analysis of data suggest, among other things, that speaking in the foreign language is not exclusively the source of students anxiety, but that speaking in front of the class is. Furthermore, the instructor's relaxed and positive error-correction attitude can greatly reduce language anxiety.⁹

2. Effects Of Foreign Language Learning Anxiety

Bailey, Daley, Onwuegbuzie, 1999; Oxford 1999a said that Foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social (e.g.,. Physical symptoms can include, for example, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others. Negative social behaviour may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement. Young, 1999) suggested that for many learners, success and perseverance in foreign

⁹ Dolly Jesusita Young, *Anxiety in Learning Speaking*, In: // <http://siteinsaat.com>, Accessed On January 16, 2011.

language learning to a large extent depends both on the teacher's ability to minimize the debilitating effects of classroom anxiety and the learners' ability to cope with the anxiety that cannot be prevented or avoided.¹⁰

3. Kinds of Anxiety

Spielbenger states that there are two kinds of anxiety as follows:

1) State anxiety

State anxiety means emotional conditions states that will be high on the level if it is on the dangerous condition. In state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonom neuro system. It means that the anxiety of students in speaking, especially in conveying opinions. It happened on specific condition that can be dangerous for students.

2) Trait anxiety

It influences of reflection from the old experiences in some conditions that can determine the different of individual.¹¹

There are three components of foreign language anxiety have been identified (Horwitz et al.1986; MacIntyre & Gardner 1989, 1991c) in order to break down the construct into researchable issues:

- a) Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas

¹⁰ Melvin Andrade, Kenneth Williams, *Foreign Language Learning Anxiety in Japanese EFL University Classes: Physical, Emotional, Expressive and Verbal Reactions*, in: <http://www.jrc.sophia.ac.jp/courses/pdf/ver2901.pdf>, Accessed On June 30, 2011.

¹¹ Slameto, *Op. Cit.*, P 185.

- b) Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and
- c) Test anxiety or apprehension over academic evaluation.¹²

Anxiety concerns and fears about what might happen that it is not easy to master English well that makes students always feel nervous and anxious when they are learning speaking English. Anxiety is a condition that can come in a variety of different forms. A person with anxiety has uncomfortable thoughts and feelings that can create significant distress and impair performance at school, work or home. Brooke Nichols said that kinds of anxiety are:

- (1) Generalized anxiety; feeling worried and anxious daily is characteristic of generalized anxiety. This type of anxiety is experienced indiscriminately without a clear precipitant and includes feeling irritable with difficulties sleeping and concentrating.
- (2) Panic Attacks; fearing loss of control or dying with physical symptoms such as rapid heartbeat, sweating, trembling, chest pain, being choked up or lightheadedness may indicate a panic attack. Panic attacks come on suddenly without provocation and sometimes cause a person to seek medical attention.
- (3) Phobias; experiencing persistent fear of certain situations or specific objects is considered a phobia. Phobias can be associated with fear of

¹² Brown, H Douglas., *Principles of Language Learning and Teaching Fourth Edition*. San Francisco: State University Longman. Inc. 2000. P. 151.

animals or insects; environmental triggers, such as heights or water; germs; or sight of blood

- (4) Social Anxiety; fearing interactions with others such as while dating, talking with authority figures or speaking in front of groups are all characteristics of social anxiety. The anxiety is associated with a fear of public embarrassment or humiliation.
- (5) Posttraumatic Stress; experiencing anxiety related to a trauma, such as war or abuse, is characteristic of posttraumatic stress. Other factors include nightmares, flashbacks, and intense fear. This anxiety includes avoidance of issues related to the traumatic event.¹³

4. The Causes of Social Anxieties

According to Leary (1982), there are Four major theoretical positions have been proposed to account for the anxiety experienced in social encounters:

- 1) The classical conditioning model; is based on the behaviourist idea that fears can be classically conditioned by pairing aversive, fear evoking stimuli with otherwise harmless object or events. To apply this to language learning, a learner may feel anxious in language classes because s/he may have had negative or unpleasant experiences in such classes in the past.

¹³ Nichols, Brooke, *Kinds of Anxiety*, in: http://www.ehow.com/facts_5479083_kinds-anxiety.html, Accessed On January 24, 2011.

- 2) The skills deficit model; people may become anxious in social settings because they lack the skills necessary for smooth, pleasant, and successful interaction. Language learners may feel anxious about using the L2 in and outside the classroom because they lack the skills and various competencies (e.g., linguistic, pragmalinguistic, sociocultural, etc) necessary for smooth and pleasant interaction.
- 3) The cognitive self-evaluation model; according to the cognitive self-evaluation model, the primary reason why people become anxious in social encounters is not that they lack necessary skills, but rather that they believe they lack them and *consider* themselves inadequate. Applying this theory to language learning, another potential reason why a learner may feel anxious about using the target language is that s/he believes his L2 ability or competence is inadequate, thus expects to perform poorly and fears potential negative consequences.
- 4) The self-presentation model; The implication of this theory with regard to language learning is that various diverse factors—past experiences, skills and competencies, self-evaluation and other learner beliefs, dispositional variables, and situational factors—as well as their interaction have to be considered when examining the causes of anxiety in the L2 domain.¹⁴

¹⁴ Zsuzsa Tóth, *Foreign Language Anxiety and the Advanced Language learner*, in: <http://www.c-s-p.org/flyers/978-1-4438-2377-7-sample.pdf>, Accessed On June 30, 2011.

4. The Role of the Language Teacher in Reducing Language Anxiety

According to Horwitz & Young, Philips 1999, a number of sources of language anxiety originating from personal issues or classroom issues have been outlined. One can easily see that each contributing factor is intricately intertwined in the construct of language anxiety. In dealing with anxious students, two general approaches are suggested for language instructors, they can help them learn to cope with the existing anxiety-provoking situation or they can make the learning context less stressful.

- 1) Helping Students Cope With Their Language Anxiety; Several studies have suggested that the teacher can help students cope with their language anxiety in three ways, there are providing students with information about the role of language anxiety in language learning, helping students recognize and talk about their fears and beliefs, and providing students with strategies for managing their anxiety. In addition, giving advice on effective language learning strategies and keeping a teaching journal are some techniques that teachers might use.
- 2) Making the Learning Context Less Stressful; Getting to know the other students helped them to feel more relaxed because it reduced their fear of being ridiculed and took away the feeling that the others are all smarter and more confident. The subject also mentioned ways instructors can reduce anxiety by giving positive reinforcement, encouraging students to make mistakes, and helping them to learn as if a friend is helping them. Price and Crookall & Oxford (1991), Tsui (1996) stated that offered

several useful strategies that may alleviate students' language anxiety, there are accepting a variety of answers, peer support and group work, focus on content, and establishing good relationships.¹⁵

Kirkland (1971) makes conclusion about the correlation between test, anxiety, and achievement:

- a) The medium anxiety usually supports study, than high anxiety.
- b) The learners with low anxiety more worry in test than clever learners.
- c) If the learners know the test, so their anxiety will decrease.
- d) If the test measure memory, the learners that have high anxiety will give a good result than their have low anxiety. If the test needed flexible thinking, learners who have high anxiety the result will be bad.
- e) The anxiety at the test will increase if the result of the test used to determine the learners' level.

Slameto states that, there are the ways to help learners for preparing their self and doing the test without anxiety:

- (1) The test for diagnose, not for judge learners that fail achieve from the teachers and parents expectation.
- (2) Avoid determine success or not the learners from one test.
- (3) Make a note at test, give good suggestion for learners.
- (4) Make sure the test measure important think that have been learn by learners.
- (5) Avoid do the test without notification.

¹⁵ Sunny Hyeyoung Song, *Students' Language Anxiety: What Teacher Can Do*, In: http://www.tesol.org/s_tesol/article.asp?vid=172&DID=11214&sid=1&cid=740&iid=11201&nid=3124W & CALL 2008 Volume 12 Number 3: Table of Contents, Accessed On June 30, 2011.

- (6) Make a schedule to meet learners' to decrease anxiety and for direction learners.
- (7) Avoid compare learners'.
- (8) Show their excess not their weakness.
- (9) Decrease the test that competitive if the learners do not able competes.
- (10) Keep a secret about their level and value from others learners'.
- (11) Give their probability to choose activities that have comparable learning value.¹⁶

6. Types of Anxiety

MacIntyre and Gardner stated that, there are many types of anxiety. Not all of them are particular to foreign language learning, these anxieties can be described in different ways and grouped into several categories, which overlap to a certain degree. First of all in general terms is the distinction between trait anxiety, which is tendency of a person to be nervous or feel tension regardless of the particular circumstances, and state (situational) anxiety, which is nervousness or a tension at a particular moment in response to some outside stimulus. Horwitz, Horwitz, and Cope and Daly said that one type of situational anxiety, for example is communication anxiety, which may occur when people interact verbally. Another type is fear of negative social evaluation, which may be present when people worry about what others of them.

¹⁶ Slameto, *Op. cit*, P 186-188.

In classrooms, a number of other anxieties may be observed. Learners may feel cognitive tension when their expectations about the content and organization of a course are not met and affective tension when there is unsatisfactory interaction with other learners or the instructor (Spielmann and Radnofsky, 2001). Other classroom anxieties are test anxieties which is fear of poor performances on tests and specific subject or task anxieties such as the nervousness and tension.¹⁷

7. Levels of Anxiety

Joy M Reid stated that students studying English in preparation for university work often operate within extraordinary pressures. As well as the substantial problems involved in entering and surviving in a foreign country. Many ESL students have very short timelines and / funding for English study. In Addition, ESL students are faced with the inevitable blow of immersion. In order to mitigate the anxiety, many ESL students faced daily, teachers have to walk a narrow line between counseling and teaching, between supporting and educating. Teachers have found two specific ways helpful to establish a balance and enable students to participate fully in class. First, students can be given the first five minutes of each class to warm up by writing in journals or daybooks. Second, a source of comfort for many students is the ability to anticipate.¹⁸

¹⁷ Melvin Andrade, Kenneth Williams, *Log.Cit.*

¹⁸ Reid, M Joy, *Teaching ESL Writing*. United States of America: Prentice hall Regents, 1993. P. 142-143.

8. Sources of Language Anxiety in Foreign Language Classroom

Language teachers and researchers have been aware of anxiety-provoking potential of learning a foreign language for a number of years. Researchers interested in the study of language anxiety distinguished six major sources of anxiety present in the foreign language classroom. They are:

a. Oral-oriented activities

Research conducted on anxiety (Horwitz et al., 1986; Koch and Terrel, 1991; Price, 1991; von Wörde, 2003) revealed that students have extremely negative experiences with oral activities in a language class. A sizeable number of nervous subjects reported extreme anxiety felt during speaking in a class. Among activities judged to produce high anxiety were oral presentations, skits, role-plays and saying how you would react in a given situation.

b. Competitiveness

Bailey (1983), through analysis of diary studies, recognized that too much competitiveness among language learners can lead to increased states of anxiety. Scarcella and Oxford (quoted in Oxford, 1999) are of the same opinion that competitiveness may relate to language anxiety but they suggest that it largely depends on the learner himself, his learning style preferences, the nature of the competition, demands and rewards of the environment and culture. Those learners, especially in competitive

cultures, may enjoy competition and in such a situation it would not have any impact on their feelings of anxiety.

c. Being judged in the classroom

Davies and Rinvulcri (1990) focus on the problem of anxiety by observing classroom environment. They noticed that the situation of being judged in the class either by the learner or by the teacher may make them feel insecure and anxious. Turula (2004), underlines that only in the competitive classroom such behaviors are often manifested. She suggests that when the teacher minimizes competition and makes learners work together, then judgments on the part of the learners should diminish.

d. Feeling isolated in the classroom

Another factor contributing to the feeling of anxiety is isolation in the classroom. Learners may experience isolation when they are made anonymous. The feeling of isolation in the class is also associated with the feeling of disregard.

e. Feeling loss of control in the classroom

An additional factor affecting foreign language anxiety is the feeling of the loss of control in the classroom. Turula (2004) notices feelings of loss of control are also encountered when the learner does not understand teacher's explanations. However, this time he or she feels inability of controlling the language as a system. Authoritarian and controlling teachers have a powerful impact on the students' feelings of the loss of

control since they create conditions in which only the instructors have an impact on what is happening in the classroom

f. Instructors' characteristics and behaviors

A significant number of researchers relate language anxiety to interactions between an instructor and a learner. Among the most important interactions causing anxiety are harsh error correction, ridicule and inappropriate manner of handling mistakes in front of a class (Oxford, 1999). Instructors' beliefs about language teaching have also a major impact on language anxiety.¹⁹

9. General Approaches to identifying Language Anxiety.

According to Horwitz and Young, there are two general approaches to identifying language anxiety, there are:

a. Language anxiety can be viewed as a transfer of other general types of anxiety

The first perspective views language anxiety as a manifestation of other forms of anxiety, such as test anxiety or communication apprehension in the various language learning experiences. This approach has an obvious advantage in its basic assumption that vast knowledge gain from research into other types of anxiety can be applied to explaining language anxiety as well.

¹⁹ Średnia ocena użytkownika, *Sources of Language Anxiety in the Foreign Language Classroom*, in: <http://www.anglisci.pl/wasze-publicacje/sources-of-language-anxiety-in-the-foreign-language-classroom.html>, Accessed On March 30, 2011.

- b. Language anxiety occurs in response to something unique to language learning experiences.

The second approach to identifying language anxiety views it as a unique type of anxiety or the worry and negative emotional reaction aroused when learning a second language.²⁰

10. Potential Sources of Language Anxiety

Young (1991) stated that an extensive list of the potential sources of language anxiety through a review of the literature on language anxiety. The six potential sources of language anxiety, some of which are associated with the learner, some with the teacher, and others with the instructional practice, the language anxiety can arise from:

- a. Personal and interpersonal anxieties
- b. Learners beliefs about language learning
- c. Instructors beliefs about language teaching
- d. Instructor-learner action
- e. Classroom procedure
- f. Language testing

Although there are overlaps with the three performance anxieties, some of these six categories are worth examining here, because they are addressing still other critical issues that may underlie or affect the formation of students' anxiety:

²⁰ Kota Ohata, *Language Anxiety from the Teacher's Perspective: Interviews with Seven Experienced ESL/ EFL Teachers*, in: http://www.jllonline.co.uk/journal/jllearn/3_1/ohata.pdf, Accessed on October 13, 2011.

- 1) Socio-psychological issues of language anxiety
- 2) Learner/ instructor beliefs on language learning and teaching
- 3) Instructor-learner interactions/ classroom procedure.²¹

11. Anxiety distinction

Anxiety is usually not seen as unitary factor but as a complex made up of constituents that have different characteristics. Two important anxiety distinctions are usually mentioned:

a. Beneficial/ facilitating vs. inhibitory/ debilitating anxiety

It has been observed that anxiety does not necessarily inhibit performance but in some cases can actually promote it. “Worry”, which is considered the cognitive component of anxiety, has been shown to have a negative impact on performance, whereas the affective component, emotionality, does not necessarily have detrimental effects.

b. Trait vs. state anxiety

Trait anxiety refers to a stable predisposition to become anxious in a cross-section of situations; state anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation.

Anxiety is a complex construct with several different facets. However, as Scovel (2001) describes, in contrast to this multifaceted view, non-

²¹ Kota Ohata, *Potential Sources of Anxiety for Japanese Learners of English: Preliminary Case Interviews with Five Japanese College Students in the U.S.*, in: [http://www.jllonline.co.uk/contents/TESL-EJtop/volume 9 number 3/ohata.pdf](http://www.jllonline.co.uk/contents/TESL-EJtop/volume%209%20number%203/ohata.pdf), Accessed on October 13, 2011.

specialists tend to equate anxiety simply with fear or phobia, and in language teaching methodological texts the variable is considered to be an arch enemy that needs to be eliminated at all cost.

Horwitz (2001) summarized, language anxiety turned out to be a relatively independent factor, displaying only low correlations with general trait-anxiety. This indicates that this factor is not merely a transfer of anxiety from another dominant such as test anxiety or communication apprehension but is a uniquely L2-related variable, as MacIntyre (1999) defines it, language anxiety involves the “worry and negative emotional reaction aroused when learning or using a second language”(p.27).

Gardner and MacIntyre (1993) also argued that the effect of anxiety varies according to the social milieu, with multicultural settings possibly enhancing the correlates of language anxiety and generating a complex construct that combines language anxiety, self-perceptions of L2 proficiency, and attitudinal/ motivational components. In summary, the ID variable ‘language anxiety’ is undoubtedly an important learner characteristic with regard to L2 acquisition and use, consistently producing a significant impact on L2 criterion variables.²²

B. The relevant Research

Syafii states that relevant research is required to observe some previous researches conducted by other researcher in which they are

²² Zoltan Dorney., *The Psychology of the Language Learner Individual Differences in Second Language Acquisition*. London: Mahwah, New Jersey. 2005. P. 198-201.

relevant to our research it self. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research.

Fitri Herlinda (2006), the title is the Correlation between Students' Anxiety in Speaking and their Speaking Ability at the Second year Students' of English Education Department of Tarbiyah and Teachers' Training of State Islamic University. In this research, the write found that there is a significant correlation between X variable and Y variable. Students' who have a low level anxiety in speaking appraise themselves positively, they can handle their anxiety and they often optimist, relax, enjoy, and creative in speaking because they had prepared they to be ready in studying English. There is negative significant correlation between students' anxiety in speaking and their speaking ability at the second students of English education department of state Islamic University Suska Riau. The percentage obtained for students anxiety in speaking at the second year students of UIN SUSKA Pekanbaru is 71.81%. It means that their anxiety in speaking is middle and the percentage obtained for students speaking ability at the second year students' of UIN SUSKA is 75.08%.

Rizka Filani (2009), the title is Students Efforts in minimizing anxiety in English discussion at the second year students of SMAN 3 Rengat. She wants to find out about the efforts done by the students and factors that influence the students' efforts. The students an effort is categorized fair and factors that influence the students' efforts are motivation and support.

C. The Operational Concept

Concept is the main element used to avoid misunderstanding and misinterpreting in specific study, meaning that the operational concept is concept, which is used to give to the literature reviewed in order to avoid misunderstanding in carrying out this research. The operational concept can be seen in the following indicators

The indicators for sources of students' anxiety in learning English:

1. The students feel fast heartbeat in learning English.
2. The students generally tense when speaks with the teachers and friends in learning English.
3. The students have visible sign of nervousness such as dry mouth and soon on right in learning English.
4. The students excessive perspiration in learning English.
5. The students feel embarrassment by their answer in learning English.
6. The students always need their friends to answer the question in learning English.
7. The students mind goes blank with what they want to say in learning English.
8. The students feel have low retention among their friends in learning English.
9. The students inappropriate silence in learning English.
10. The students unwillingness to participate with their friends in learning English.

11. The students absenteeism in learning English.
12. The students withdrawal when the English lesson begin.

CHAPTER III

THE RESEARCH METHODOLOGY

1. The Research Design

The design of this study is that descriptive research that will describe the sources of students' anxiety in learning English at the first year of SMAN 2 Tembilahan of Tembilahan Hulu district of Indragiri Hilir Regency.

2. The Time and Place of the Research

This study was conducted at SMAN 2 Tembilahan. It is located in Sapta Marga Street Tembilahan of Indragiri Hilir district of Riau province. This research was carried out from February until March 2011.

3. The Subject and Object of the Research

The subject of this research was the first year of SMAN 2 Tembilahan, and the object was sources of students' anxiety in learning English at the first year of SMAN 2 Tembilahan of Tembilahan Hulu district of Indragiri Hilir Regency.

4. The Population and sample of this Research

The population of this research was all of the first year students of SMAN 2 Tembilahan with the total population 269 students. Arikunto points out that if the amount of the subject is more than in which, 100 it is better to take about 10-15%, 20-25%, or more than it, finally, the writer took

only 20%¹. As a result, it was about 54 students. The technique used in this research was simple random sampling technique. According to Arikunto, simple random sampling taken randomly without concerning the level in the population. The specification of the population and sample can be seen in the tables below:

Classes	Population			Sample 20%
	Male	Female	Total	
X 1	14	18	32	6
X 2	17	22	39	8
X 3	13	26	39	8
X 4	15	24	39	8
X 5	14	26	40	8
X 6	21	19	40	8
X 7	15	25	40	8
Total	109	160	269	54

The total population at the first year of SMAN 2 Tembilahan is 269 students'. The total classes at the first year of SMAN 2 Tembilahan are 7 classes. There are X 1, X 2, X 3, X 4, X 5, X 6, and X 7. The total students' at X 1 are 32 students' consist of male 14 and female 18, so the total sample at X 1 from 20% are 6 students'. The total students at X 2 are 39 students', consist of male 17 and female 22, so the total sample at X 2 from 20% are 8

¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), P 12

students'. The total students at X 3 are 39 students', consist of male 13 and female 26, so the total sample at X 3 from 20% are 8 students'. The total students' at X 4 are 39 students', consist of male 15 and female 24, so the total sample at X 4 from 20% are 8 students'. The total students' at X 5 are 40 students', consist of male 14 and female 26, so the total sample at X 5 from 20% are 8 students'. The total students' at X 6 are 40 students', consist of male 21 and female 19, so the total sample at X 6 from 20% are 8 students'. The total students' at X 7 are 40 students', consist of male 15 and female 25, so the total sample at X 7 from 20% are 8 students'.

5. The Technique of a Collecting Data

The questionnaire contained questions to get the data about the sources of students' anxiety in learning English.

6. The Technique of an Analyzing Data

The data were analyzed by using descriptive method; this technique is called descriptive technique with percentage. To know the percentage of the sources of students' anxiety in learning English at the first year of SMAN 2 Tembilahan of Tembilahan Hulu district of Indragiri Hilir Regency, the following formula:

$$P = \frac{f}{N} \times 100 \%$$

Notation:

P = Percentage

F = Frequency of score

N = Number of the students.²

² Anas Sudijono, *Pengantar Statistik Pendidikan*. Jakarta: PT Rajagrafindo Persada, 2009. P. 43.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the writer presents the data as the result of the research finding gained through the instrument. Even, the writer also analyzes the data to find out what are the sources of students' anxiety in learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency.

A. The Data Presentation

This chapter discusses about the sources of students' anxiety in learning English at the first year of SMAN 2 Tembilahan that are presented and described by using tables. The data was filled and interpreted based on the questionnaire information after each of populations was equally given the same portion of questions. Fifty four students were contributed on the questionnaires techniques.

The questionnaires referred to sources of students' anxiety in learning English. There were twelve statements in these questionnaires items that can represent the sources of students' anxiety.

The Data from Questionnaire

The Sources of Students' Anxiety in Learning English

Table IV.1

Students feel fast heartbeat in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	28	51.85%
B	Often (4)	12	22.22%
C	Sometimes (3)	7	12.97%
D	Seldom (2)	5	9.25%
E	Never (1)	2	3.71%
Total		54	100%

The table above shows the varieties answers among the respondents. 51.85% of the respondents stated always. 22.22% of the respondents stated often. 12.97% of the respondents stated sometimes. 9.25% of the respondents stated seldom 3.71% of the respondents stated never. So from the table, the majority of the students stated “Always” feel fast heartbeat in learning English.

Table IV. 2

Students generally tense when speak with the teachers and friends in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	33	61.11%
B	Often (4)	15	27.78%
C	Sometimes (3)	6	11.11%
D	Seldom (2)	-	-
E	Never (1)	-	-
Total		54	100%

The table above shows the varieties answers among the respondents. 61.11% of the respondents stated always. 27.78% of the respondents stated often. 11.11% of the respondents stated sometimes. 0% of the respondents stated seldom. 0% of the respondents stated never. So from the table, the majority of the students stated “Always” generally tense when speak with the teachers and friends in learning English.

Table IV. 3

Students have visible sign of nervousness such as dry mouth and soon on right in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	14	25.93%
B	Often (4)	22	40.74%
C	Sometimes (3)	11	20.37%
D	Seldom (2)	7	12.97%
E	Never (1)	-	-
Total		54	100%

The table above shows the varieties answers among the respondents. 35.18% of the respondents stated always. 38.89% of the respondents stated often. 25.93% of the respondents stated sometimes. 0% of the respondents stated seldom. 0% of the respondents stated never. So from the table, the majority of the students stated “Often” have visible sign of nervousness such as dry mouth and soon on right in learning English.

Table IV. 4

Students excessive perspiration in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	30	55.55%
B	Often (4)	12	22.22%
C	Sometimes (3)	7	12.97%
D	Seldom (2)	4	7.41%
E	Never (1)	1	1.85%
Total		54	100%

The table above shows the varieties answers among the respondents. 55.55% of the respondents stated always. 22.22% of the respondents stated often. 12.97% of the respondents stated sometimes. 7.41% of the respondents stated seldom. 1.85% of the respondents stated never. So from the table, the majority of the students stated “Always” excessive perspiration in learning English.

Table IV. 5

Students feel embarrassment by their answer in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	12	22.22%
B	Often (4)	18	33.32%
C	Sometimes (3)	14	25.93%
D	Seldom (2)	2	3.71%
E	Never (1)	8	14.82%
Total		54	100%

The table above shows the varieties answers among the respondents. 22.22% of the respondents stated always. 33.32% of the respondents stated

often. 25.93% of the respondents stated sometimes. 3.71% of the respondents stated seldom. 14.82% of the respondents stated never. So from the table, the majority of the students stated “often” feel embarrassment by their answer in learning English.

Table IV. 6

Students always need their friends to answer the question in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	24	44.44%
B	Often (4)	15	27.78%
C	Sometimes (3)	8	14.82%
D	Seldom (2)	4	7.41%
E	Never (1)	3	5.55%
Total		54	100%

The table above shows the varieties answers among the respondents. 44.44% of the respondents stated always. 27.78% of the respondents stated often. 14.82% of the respondents stated sometimes. 7.41% of the respondents stated seldom. 5.55% of the respondents stated never. So from the table, the majority of the students stated “Always” always need their friends to answer the question in learning English.

Table IV. 7

Students mind goes blank with what they want to say in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	10	18.52%
B	Often (4)	24	44.44%
C	Sometimes (3)	13	24.08%
D	Seldom (2)	5	9.25%
E	Never (1)	2	3.71%
Total		54	100%

The table above shows the varieties answers among the respondents. 18.52% of the respondents stated always. 44.44% of the respondents stated often. 24.08% of the respondents stated sometimes. 9.25% of the respondents stated seldom. 3.71% of the respondent stated never. So from the table, the majority of the students stated “Often” mind goes blank with what they want to say in learning English.

Table IV. 8

Students feel have low retention among their friends in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	29	53.71%
B	Often (4)	12	22.22%
C	Sometimes (3)	6	11.11%
D	Seldom (2)	7	12.97
E	Never (1)	-	-
Total		54	100%

The table above shows the varieties answers among the respondents. 48.15% of the respondents stated always. 18.52% of the respondents stated often. 11.11% of the respondents stated sometimes. 12.97% of the respondents stated seldom. 9.25% of the respondents stated never. So from the table, the majority of the students stated “Always” feel have low retention among their friends in learning English.

Table IV. 9

Students inappropriate silence in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	12	22.22%
B	Often (4)	22	40.74%
C	Sometimes (3)	13	24.08%
D	Seldom (2)	4	7.41%
E	Never (1)	3	5.55%
Total		54	100%

The table above shows the varieties answers among the respondents. 22.22% of the respondents stated always. 40.74% of the respondents stated often. 24.08% of the respondents stated sometimes. 7.41% of the respondents stated seldom. 5.55% of the respondents stated never. So from the table, the majority of the students stated “often” inappropriate silence in learning English.

Table IV.10

Students unwillingness to participate with their friends in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	14	25.93%
B	Often (4)	15	27.78%
C	Sometimes (3)	20	37.04%
D	Seldom (2)	5	9.25%
E	Never (1)	-	-
Total		54	100%

The table above shows the varieties answers among the respondents.

25.93% of the respondents stated always. 27.78% of the respondents stated often. 37.04% of the respondents stated sometimes. 9.25% of the respondents stated seldom. 0% of the respondent stated never. So from the table, the majority of the students stated “sometimes” unwillingness to participate with their friends in learning English.

Table IV. 11

Students absenteeism in learning English.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	12	22.22%
B	Often (4)	11	20.37%
C	Sometimes (3)	21	38.89%
D	Seldom (2)	7	12.97%
E	Never (1)	3	5.55%
Total		54	100%

The table above shows the varieties answers among the respondents. 22.22% of the respondents stated always. 20.37% of the respondents stated often. 38.89% of the respondents stated sometimes. 12.97% of the respondents stated seldom. 5.55% of the respondents stated never. So from the table, the majority of the students stated “Sometimes” absenteeism in learning English.

Table IV. 12

Students withdrawal when the English lesson begin.

Option	Alternative Option	Frequency	Percentage
A	Always (5)	10	18.52%
B	Often (4)	10	18.52%
C	Sometimes (3)	25	46.29%
D	Seldom (2)	8	14.82%
E	Never (1)	1	1.85%
Total		54	100%

The table above shows the varieties answers among the respondents. 18.52% of the respondents stated always. 18.52% of the respondents stated often. 46.29% of the respondents stated sometimes. 14.82% of the respondents stated seldom. 1.85% of the respondents stated never. So from the table, the majority of the students stated “Sometimes” withdrawal when the English lesson begin.

Where:

$$A = 5$$

$$B = 4$$

$$C = 3$$

$$D = 2$$

$$E = 1$$

Analysis Data

The formulation of the problem which should be analyzed in this chapter as well as finding the answer of the question is:

- What are the sources of students' anxiety in learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency?

Based on the result of the data above, the writer can conclude that the dominant the sources of students' anxiety in learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency. Thus, the writer can answer the formulation as follows.

There are some dominants anxieties the sources of students in learning English at the first year students of SMAN 2 Tembilahan. They are:

1. Students generally tense when speaks with the teachers and friends in learning English, the total mean is 4, 5.
2. Students excessive perspiration in learning English, the total mean is 4, 22.

3. Students feel have low retention among their friends in learning English, the total mean is 4, 16.
4. Students feel fast heartbeat in learning English, the total mean is 4, 09.
5. Students always need their friends to answer the question in learning English, the total mean is 3, 98.
6. Students have visible sign of nervousness such as dry mouth and soon on right in learning English, the total mean is 3, 79.
7. Students unwillingness to participate with their friends in learning English, the total mean is 3, 64.
8. Students inappropriate silence in learning English, the total mean is 3, 66.
9. Students mind goes blank with what they want to say in learning English, the total mean is 3, 64.
10. Students feel embarrassment by their answer in learning English, the total mean is 3, 44.
11. Students absenteeism in learning English, the total mean is 3, 40.
12. Students withdrawal when the English lesson begin, the total mean is 3, 37.

From the table it can be identified that all of the sources or twelve that contribute the sources of students in learning English at the first year of SMAN 2 Tembilahan. Besides, there are the high sources of student's anxiety in learning English, it can be seen as in the following list:

1. Item no 2 = 4.5 *it is about Students generally tense when speaks with the teachers and friends in learning English.*

One of the sources that make students anxiety in learning English is they tense when speak with the teacher or their friends. It's important to the teacher to make their students comfort when they try to speak with their teacher. It's not necessary for teacher to find out their grammatical error, because speaking it's not about grammatical error it's about fluency and comprehension when they speak. Whether they understand or not about what they are talking about.

2. Item no 4 = 4.22 *it is about Students excessive perspiration in learning English.*

Most of students who underestimate themselves just because they feel there is a better friend in the learning achievement than them. They began to feel shut out by his teacher, are not considered, and finally isolate themselves in teaching and learning. However the role of teachers in this area is in need. The motivation, and not underestimate their ability to participate may be powerful tips to relieving their anxiety in this case.

3. Item no 8= 4.16 *it is about students feel have low retention among their friends in learning English.*

Sometimes each other students may also be the cause of anxiety of students in learning English. When they feel retention that has been hard on get it could also be one of these students anxiety factor. So that they feel

will be retention constantly when they want to give an answer to their teacher.

4. Item no 1 = 4.09 *it is about Students feel fast heartbeat in learning English.*

Feel fast heartbeat is one factor of this case. They are afraid of what if speak in front of other students. The anxiety of making mistakes in grammar, pronunciation, and are not fluent in pronouncing the words are causes of anxiety of this types. In this case the students need only increase their confidence.

Besides, there are also the low sources of students' anxiety in learning English it can be seen as in the following list:

1. Item no. 12 = 3.37 *it is about Students withdrawal when the English lesson begin.*

Withdrawal is not always the best way in learning English. Many other things that might relieve their fears. Withdrawal should not always be applied in the learning process. Good Advice, and tasks that increase their intelligence might be a successor of the withdrawal.

2. Item no. 11 = 3.40 *it is about Students absenteeism in learning English.*

Absent in learning English is one of sources anxiety of students in learning English. They fear with the characteristic of their teacher and make mistakes in learning. Try to be friendlier and not too often angry with the students. Because, it could have a negative impact in the learning process in schools and for their self.

3. Item no. 5 = 3.44 *it is about Students embarrassment by their answer in learning English.*

Embarrassment is one source of anxiety students. For the teacher should advise which means that they do not feel embarrassment again. This can help them better enjoy learning English.

4. Item no.7 = 3.64 *it is about Students mind goes blank with what they want to say in learning English.*

Students who feel blank and always alone also causes their passive in learning English. They should try to get closer to the environment or the teacher can also do a psychological approach to the student so that they do not feel blank anymore.

The table above describes the value for each item on the questionnaire, to know the average data of all items, the writer considered to use “mean” formulation, the result of the mean would represent the average value among five alternatives. From the table above, there are 12 items involved which have been voted already by 54 students and the mean of the result is “3, 83”.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw the conclusion based on what have been discussed in the preceding chapter and then to recommend some suggestion concerning the sources of anxiety in learning English at SMAN 2 Tembilahan.

A. The Conclusion

Based on the result of the research that had been conducted toward the students anxiety at SMAN 2 Tembilahan, the writer would like to describe some conclusion from what had been discussed in the previous chapter and recommended some suggestion related to the sources of students anxiety in learning English at SMAN 2 Tembilahan.

From the questionnaire findings, the writer concludes that the high sources of students' anxiety with mean 4. 5 and the low sources with mean 3.37. So, the results for this research with mean 3. 83. There are the sources of students' anxiety in learning English at SMAN 2 Tembilahan, Students generally tense when speaks with the teachers and friends in learning English, students excessive perspiration in learning English, students feel have low retention among their friends in learning English, students feel fast heartbeat in learning English, students always need their friends to answer the question in learning English, students have visible sign of nervousness such as dry mouth and soon on right in learning English, students

unwillingness to participate with their friends in learning English, students inappropriate silence in learning English, students mind goes blank with what they want to say in learning English, students feel embarrassment by their answer in learning English, students absenteeism in learning English, and students withdrawal when the English lesson begin.

B. The Suggestion

After conducting and getting the result of this research, absolutely, the writer wants to provide some suggestions as follows:

1. Suggestion for Students

1. The students should not have visible signs of nervousness such as dry mouth, rapid heartbeat, muscle tension and excessive perspiration in learning English.
2. The students should not feel embarrassment and going blank in learning English.
3. The students should not inappropriate silence in learning English.
4. The students should not unwillingness, absent and withdrawal when learning English.

2. Suggestion for Teacher

1. Teachers should control the students' anxiety in the process of teaching and learning English.
2. Teachers should help students overcome their negative feelings and turn them into positive energy to further their learning.

3. Teachers should motivate the students in learning English in order the students can learn English well and students can improve their English.

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APPENDIX

QUESTIONNAIRE

Instruksi:

1. Angket ini hanya digunakan untuk melengkapi penelitian yang tidak akan mempengaruhi nama dan nilai anda.
2. Berilah tanda silang (X) untuk alternatif jawaban yang paling mendekati keadaan anda.
3. Terimakasih atas kesediaan dan bantuan anda untuk mengisi angket ini.

1. Students feel fast heartbeat in learning English

- a. Always b. Often c. Sometimes d. Seldom e. Never

2. Students generally tense when speak with the teachers and friends in learning English

- a. Always b. Often c. Sometimes d. Seldom e. Never

3. Students have visible sign of nervousness such as dry mouth and soon on right in learning English

- a. Always b. Often c. Sometimes d. Seldom e. Never

4. Students excessive perspiration in learning English

- a. Always b. Often c. Sometimes d. Seldom e. Never

5. Students feel embarrassment by their answer in learning English

- a. Always b. Often c. Sometimes d. Seldom e. Never

6. Students always need their friends to answer the question in learning English

- a. Always b. Often c. Sometimes d. Seldom e. Never

7. Students mind goes blank with what they want to say in learning English
- a. Always b. Often c. Sometimes d. Seldom e. Never
8. Students feel have low retention among their friends in learning English
- a. Always b. Often c. Sometimes d. Seldom e. Never
9. Students inappropriate silence in learning English
- a. Always b. Often c. Sometimes d. Seldom e. Never
10. Students unwillingness to participate with their friends in learning English
- a. Always b. Often c. Sometimes d. Seldom e. Never
11. Students absenteeism in learning English
- a. Always b. Often c. Sometimes d. Seldom e. Never
12. Students withdrawal when the English lesson begin
- a. Always b. Often c. Sometimes d. Seldom e. Never

RIWAYAT HIDUP PENULIS



DIYAN HARIYANI, lahir di Sungai Ungar pada tanggal 19 Juli 1988. Anak keempat dari empat bersaudara dari pasangan Hasyim dan Salmah. Pendidikan formal yang ditempuh oleh penulis adalah Sekolah Dasar Negeri 010 Sungai Ungar, lulus pada tahun 2000, selanjutnya penulis melanjutkan pendidikan kejenjang sekolah menengah pertama yaitu SMP Negeri 2 Kundur, lulus pada tahun 2003.

Setelah itu, penulis melanjutkan kejenjang sekolah menengah atas yaitu SMA Negeri 3 Kundur Karimun-Kepri, dan lulus pada tahun 2006. Kemudian pada tahun 2006 juga penulis melanjutkan studi ke Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN Suska Riau). Selama masa perkuliahan, penulis banyak mendapat pengalaman. Pada bulan Juli s/d Agustus 2009 penulis melaksanakan Kuliah Kerja Nyata (KKN) di Desa Sorek Dua Kec. Pangkalan Kuras Kab. Pelalawan. Kemudian pada bulan Oktober s/d Desember 2009 penulis melaksanakan Program Pengalaman Lapangan (PPL) di SMP Negeri 3 Pekanbaru. Pada bulan Februari 2011 penulis melaksanakan studi pendahuluan dan penelitian di SMAN 2 Tembilahan Kec. Tembilahan Hulu Kab. Indragiri Hilir, dengan judul “The Sources of Students’ Anxiety in Learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir Regency”.

Alhamdulillah, pada bulan Oktober 2011 penulis dapat menyelesaikan studi S1 di Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dan berhak menyandang gelar Sarjana Pendidikan (S.Pd.).